Assessment Cycle 2018 – 2019

Addiction Studies Undergraduate Program

College: Gallaspy College of Education and Human Development

Prepared by: Crista Murray   **Date: 5/24/19**

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Northwestern Mission Statement. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling: health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Psychology Mission Statement. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community.

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Purpose: The purpose of the undergraduate degrees is to prepare students for entry-level positions in the helping professions, conducting research, working in the private and public sector, and for graduate school.

Methodology: The assessment process for the Bachelor of Science program is as follows:

(1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the program coordinator;

(2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;

(3) Results from the assessment will be discussed with the program faculty;

(4) Individual meetings will be held with course stewards of core courses if required (show cause);

(5) The Program Coordinator, in consultation with the Psychology Department Advisory Committee and the Southwest Addiction Technology Transfer Center, will propose changes to measurable outcomes, assessment tools for the next assessment period and curricula and program changes.

Student Learning Outcomes:

SLO 1. Knowledge Base. Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psycholgy. This outcome aligns with the first outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0, South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals*.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addiction Disorders
AS 2050 – Family Dynamics
AS 2430 – Screening and Assessment
AS 2450 – Case Management
AS 3010 – Addiction Counseling Skills
AS 3020 – Dynamics of Group Counseling
AS 4040 – Special Populations
AS 4450 – Co-Occurring Disorders
AS 4500 – Pharmacology of Addictions
AS / PSYC 4510 – Ethics for Psychology
PSYC 4700 – Seminar in Alcoholism

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PSYC 1010 – Introduction to Psychology
PSYC 2050 – Developmental Psychology
PSYC 2430 – Experimental Psychology
PSYC 3010 – Physiological Psychology
PSYC 4450 – Abnormal Psychology

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in AS 1010 Introduction to Addiction Disorders will be administered a pre-test version from the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 70% of students will be able to demonstrate basic understanding of addiction studies related concepts by achieving a minimum grade of 70% on the exam.

Findings: Target was met.

Analysis: In 2017-2018, the target was not met. Based on the results from 2017-2018 and with this being a new measure that year, students received more detailed instructions to increase their understanding on these portions of the materials. Videos that explained and demonstrated the 12-core functions were added, the supplemental reading links were updated reflecting latest research in the field and the instructor added the "class café discussion link" thereby encouraging dialog in this online course. In addition, written directions to the course assignments were revised to reflect current assessment. As a result, of the 13 students who completed the exam in 2018-19, 76% earned a grade of 70% or higher, with an average grade of 82.69% (SD = 23.06). Based on results, students have achieved the expected learning outcomes tied to the applications, concepts, principles, and overarching themes in psychology.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results indicating students have achieved the expected learning outcomes tied to the applications, concepts, principles, and overarching themes in psychology, in 2019-2020, a new graded assignment will be added to the course curriculum. Students will be exposed to more opportunities to apply content and skills to demonstrate an understanding of the field of Addiction Studies. Beginning in Summer 2019, a pre-test will be administered at the beginning of all AS coursework. The pretest will be used at beginning of a course to establish a subject knowledge baseline. Additionally, an Abstinence Project will be added to all AS syllabi beginning in the Summer of 2019 (Appendix A). The purpose of the Abstinence Project is to gain insight and cultivate empathy pertaining to physical, psychological, social, and spiritual experience of being

without something desirable. Over the course of four weeks, students will abstain from a substance or activity that is least conductive to their personal wellness goals. The Abstinence Project will be monitored by student postings in the Online Support Group forum on Moodle throughout the four weeks. Lastly, the students will compose a Goodbye Letter which will serve as a reflection on the experience of abstaining from the selected substance or activity.

Measure 1.2. (Direct; Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

Findings: Target was not met.

Analysis: In 2017-2018, the target was not met. Based on the analysis of the 2017-2018 results, the course steward ensured students received current information and material and instruction on enhanced methodologies for working with diverse populations and co-occurring disorders to increase their understanding of addiction studies related concepts. As a result, in 2018-2019, 50% (N = 22; M = 69.45%) of students received a minimum grade of 75%.

Action – Decision or Recommendation: Based on the analysis of the results from 2018-2019, in 2019-2020 the course steward will implement additional course constructs to enhance and increase students understanding and conceptual knowledge in the target courses outlined in the comprehensive exam. The course information will consist of various elements and theories related to addiction studies.

Measure 1.3. (Direct; Attitudes)

At the end of every semester, students enrolled in AS 4450 Co-Occurring Disorders, will be administered a survey. In the survey, the students will be asked to rate their agreement with the statement "*During my undergraduate career in Addiction Studies, I developed a strong knowledge base of the key concepts and theories relating to addiction field*" on a Likert scale where 1 – strongly disagree, 2 – disagree, 3 – neither agree nor disagree, 4 – agree, and 5 – strongly disagree. At least 85% of the respondents will reply with a rating of 4 or 5 to indicate agreement with this statement.

Findings: Target was not met.

Analysis: In 2017-2018, no measure was conducted and therefore target was not met. As a result, the survey was meant to be created and implemented in this course. In 2018-2019, the survey was not offered to the students and therefore no data was collected.

Action – Decision or Recommendation: Based on the lack of data for AY 2018-2019, in 2019-2020 the survey will be added to the course as an assignment that must be completed prior to receiving a final grade. This will ensure the survey is completed and the gap in assessment of this SLO will be decreased.

SLO 2. Scientific and Critical Thinking. Students will be able to apply scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addictinon Professionals.

Course Map: Tied to course syllabus objectives.

AS 2430 - Screening and Assessment
AS 3010 - Addiction Counseling Skills
AS 4450 - Co-Occurring Disorders
AS 4700 - Seminar in Alcoholism
PSYC 2430 – Introduction to Experimental Psychology
AS / PSYC 4510 – Ethics for Psychology

Measure 2.1. (Direct; Knowledge)

Every semester, addiction studies students in AS 4450 Co-Occurring Disorders and AS/PSYC 4510 Ethics for Psychology will complete an assignment whereby they have to find a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper (Appendix B). At least 85% of students will earn a grade of 75% or higher on this paper.

Findings: Target was met.

Analysis: In 2017-2018, the target was not met. Based on the results from 2017-2018, the assignment was more clearly identified by the instructors and a more refined rubric was developed specifically for course 4450 which delineates the point allocation much clearer. By doing so, we expected students' performance to increase to be closer to the target or meeting the target. As a result, in 2018-2019, 90.91% (N = 22; M = 90.86%) of students earned a grade of 75% or higher on this paper, meaning the target was met.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the course steward will utilize a revised rubric to ensure that the program meets the requirement of students earning a score of 75% or higher on the research article assignment.

Measure 2.2. (Direct; Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO2 are: Screening and Assessment, Addiction Counseling Skills, Co-Occurring Disorders, and Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

Findings: Target was not met.

Analysis: In 2017-2018, this goal was met. Based on the results from 2017-2018 and to ensure this continues to be a valid measure of understanding of addiction studies, the course steward continued to implement the post-test version of the comprehensive exam. However, inexpiably, in 2018-2019, only 50% (N = 22; M = 69.45%) of students received a minimum grade of 75%.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the course steward will incorporate a process to increase course content by providing additional resources and instructions in the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.

SLO 3. Ethical and Social Responsibility. Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0, South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals*.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addiction Disorders
AS 2050 – Family Dynamics
AS 2430 – Screening and Assessment
AS 2450 – Case Management
AS 3010 – Addiction Counseling Skills
AS 3020 – Dynamics of Group Counseling

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AS 4450 – Co-Occurring Disorders
AS / PSYC 4510 – Ethics for Psychology
PSYC 4700 – Seminar in Alcoholism
PSYC 2430 – Introduction to Experimental

Measure 3.1. (Direct; Knowledge)

Every spring semester, students in AS 3010 Addiction Counseling Skills will complete an assignment whereby, they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (Appendix C). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Target was met.

Analysis: In 2017-2018, the target was met. Based on the result from the 2017-2018 AY data and to ensure continued awareness of own social biases, students continued this assignment. Due to the ongoing changes and expansive nature of therapeutic counseling modalities in the addiction field, self-assessment and reflection of biases is imperative as learning tool. As a result, in 2018-19, 92.86 % (N = 28; M = 87.67%) of students earned a grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the results from 2018-2019, in 2019-2020 the course steward will continue to focus on students' social biases by utilizing the rubric from 2018-2019 to ascertain data for this measurement. To enhance students' writing and to meet the departmental objective for AS 3010, the course steward will incorporate additional resources, examples, and materials germane to APA writing style.

Measure 3.2. (Direct; Knowledge)

Students in AS / PSYC 4510 Ethics in Psychology will write a paper analyzing a case study concerning an ethical dilemma (Appendix D). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, this target was not met. Based on the results from 2017-2018, the course steward ensured this paper was measured in a consistent manner across instructors and the grading rubric was updated to reflect appropriate allocation of points. However, despite these efforts, in 2018-2019, 0% (N = 11; M = 15.07%) of students received a letter grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the results from 2018-2019, in 2019-2020 the course steward will maintain the current case study and updated rubric and review the mean scores between classes to determine if there

appears to be a confounding variable that may be skewing these results so that appropriate actions might be considered in moving towards the stated goal.

Measure 3.3. (Indirect; Knowledge)

Students in AS / PSYC 4510 Ethics in Psychology will complete the *National Institute of Health protecting human research participants* training course. At least 90% of students will complete the training and submit their certificate.

Findings: Target was met.

Analysis: In 2017-2018, the target was not met. Based on the results from 2017-2018, this assignment became mandatory for receiving a final grade in the course. As a result, in 2018-2019, 90.91% (N = 11) of students completed the survey. Of importance is the small number of total students assessed in this measure.

Action – Decision or Recommendation: Based on the analysis of the results from 2018-2019, in 2019-2020 the course steward will use the survey as a graded course requirement to ensure consistency in meeting the stated goal. The steward will maintain communications with the instructors in order to track students' completion rates.

SLO 4. Communication. Students will be able to write using field appropriate writing style (i.e. APA style) and be able to orally communicate psychological research. This outcome aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0.*

Course Map: Tied to course syllabus objectives.

PSYC 2430 – Introduction to Experimental Methods
AS 2050 – Family Dynamics
AS 3010 – Individual Counseling Skills
AS 3020 – Group Counseling Skills

Measure 4.1. (Direct; Skills)

Students in PSYC 2430 Introduction to Experimental Methods will write a research paper whereby the entire grade is based on appropriate APA style (refer to Appendix E for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, the target was not met. Based on the results from 2017-2018, students were exposed to more resources regarding the mechanics of APA writing and style via Moodle. Also based on the analysis of the 2017-2018 results, the assignment was more clearly identified by the instructors and a more refined rubric was developed specifically for course 2430 which delineates the point allocation much more clearly. By doing so, we expected students' performance to increase to be closer to the target or meeting the target. However, in 2018-2019, only 63.15% of students (N = 19; M = 64.47%) received a grade of 80% of better. This is approaching the target, but still well short of our goal.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019, instructors will provide more support and instruction on APA style and encourage students to utilize other resources on campus such as the writing center. Also, instructors will enforce campus attendance policy to increase attendance in face to face sections.

Measure 4.2. (Direct; Knowledge and Skills)

Students in PSYC 2430 Introduction to Experimental Methods will orally present the research paper for Measure 4.1 (Appendix F). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, this target was not met. Based on the analysis of the 2017-2018 results, the department began to consider the logistics of incorporating the online sections to provide more representative results of student learning. As a result, in 2018-2019, 70% (N = 10; M = 75.4%) of students received a grade of 80% or higher. While this is still somewhat short of the goal, it is approaching it.

Action – Decision or Recommendation: Based on the 2018-2019 analysis of results, in 2019-2020, instructors will analyze whether it is feasible to incorporate some type of oral presentation for the online section.

Measure 4.3. (Direct; Knowledge and Skills)

Students in AS 3020 Group Counseling Skills will write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Addiction (Appendix G). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was met.

Analysis: In 2017-2018, this target was met. Based on the analysis of the 2017-2018 results and the effectiveness of this assignment in face to face section, the department assessed this measure in the online sections of the course to develop continuity and consistent pedagogy across all sections of the course. As a result, in 2018-2019, 91.43% of students (N = 34; M = 86.65%) received a grade of at least 80%.

Action – Decision or Recommendation: Based on the 2018-2019 results, in 2019-2020 to enhance students' writing and continue to meet the departmental objective, the course steward will incorporate additional resources, examples and materials germane to APA writing style.

SLO 5. Professional Development. Students will be able to apply psychological content and skills to career goals and exibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*.

Course Map: Tied to course syllabus objectives.

AS 1010 - Introduction to Addiction Disorders
AS 2050 - Family Dynamics
PSYC 2040 - Psychology as a Profession
PSYC 2430 - Experimental Methods in Psychology

Measure 5.1. (Direct; Knowledge)

Students in AS 2050 Family Dynamics in Psychology will write a reflection essay whereby the entire grade is based on appropriate APA style (refer to Appendix H for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

Analysis: In 2017-2018, the target was met. Based on the analysis of the 2017-2018 results, this reflection essay demonstrated effectiveness for assessing professional readiness as well as measuring students' ability to reflect on and communicate as a meaningful professional in the addictions field. However, in 2018-2019, only 66.67% of students (N = 9; M = 66.15%) received a grade of 80% or higher.

Action – Decision or Recommendation: Based on the analysis of the 2018-2019 results, in 2019-2020 the course steward will incorporate additional resources, examples and materials germane to APA writing style.

Measure 5.2. (Indirect; Skills)

Once a year, in AS 2050 Family Dynamics in Psychology surveys are distributed to the Department of Psychology's advisory committee which consists of people in the community who work with our students through internships or externships, or who have hired graduates from our department (refer to Appendix I for the survey). Five questions on the survey ask the respondent to rate our students on the 5 student learning outcomes on a Likert scale whereby 1 – lowest and 5 – highest. At least 80% of the respondents will rate our students an average of 4 or more on those 5 measures.

Findings: Target was met.

Analysis: In 2017-2018, this target was met. Based on the analysis of the 2017-2018 results, the surveys were used and were sent out to the advisory committee in advance of data collection to ensure timely feedback. As a result, in 2018-2019, the results are as follows:

Educational Goals	Average Score
Knowledge Base in Psychology	M = 4.5 Above Average
Scientific Inquiry and Critical Thinking	M = 4.13 Above Average
Ethical and Social Responsibility in a Diverse World	M = 4.5 Above Average
Communication Skills	M = 4.25 Above Average
Professional Development	M = 4.19 Above Average

Action- Decision or Recommendation: Based on the 2018-2019 analysis of results, in 2019-2020 the course steward will ensure a continuous working relationship with students and the advisory committee to meet the outlined objective. Surveys will be disseminated to the advisory committee in a timely manner to obtain feedback related to students' internship/externship along with graduates' employment updates. It was also noted that the lowest mean score was Scientific Inquiry and Critical Thinking. To increase this mean, a critical thinking assignment will be administered in Psyc 4600- Field Experience. This assignment will begin fall 2019 semester, due to low registration in summer. The goal of this assignment will be to help students develop their abilities to interpret information (fact from opinion) and to use this information to reach conclusions.

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Comprehensive summary of key evidence of improvements based on analysis of results:

- Assignments were updated to reflect the most recent standard of assessment, diagnosis and care in the addiction field. These dynamic updates utilized addiction study experts and open educational resources. Class participation was added to increase student engagement in an active learning process with their cohort.

- Updated the survey for community professionals to assess program students by encouraging specific, written feedback regarding each student. This improvement will add to the richness of feedback given to the student.

- Grading Rubrics were examined and refined to ensure a more valid assessment of written assignments while simultaneously increasing continuity across all sections and instructors. This ultimately drove the addition of resources for these assignments that included: in depth APA writing mechanics and guidelines and course discussion forums for students to aid each other.

- Utilized updated course assignments to assess both direct and indirect knowledge as well as offered opportunities for self-reflection among students to move away from strictly linear education.

- Integrated a reflection essay to measure the ability of students to reflect on and have a meaningful professional career. Due to the ongoing changes and expansive nature of therapeutic counseling modalities in the addiction field, self-assessment and reflection of biases are imperative as learning tools.

- Leveraged the advisory committee to help facilitate the collection of survey data.

Plan of action moving forward:

- An assignment will be added in the first addiction studies course that includes a pre-test given to establish a baseline of knowledge from which to grow. Additionally, in the first addiction studies course, students will be given an interactive and dynamic assignment that is meant to provide a simulated addiction in an effort to improve student insight and empathy.

- Information and learning material will be added throughout each addiction study course to increase the breadth and depth of theories and concepts. Additional resources and instructions specific addiction studies topics include: the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.

- Students' exposure to more concepts and theories will enhance and improve students' exposure to all facets of the addiction studies field. This will be achieved by providing latest addiction studies theories, modalities and concepts via open educational resources, guest speakers, engaging course assignments and increased involvement in the course discussion forums.

- Due to the young nature of this field and subsequent frequently changing modalities, this program will continually assess, update, and add assignments to ensure compliance with latest research driven information and techniques.

In sum, The Department of Psychology Addiction Studies Undergraduate Program will attempt maximize effectiveness in a systematic and comprehensive fashion. As this is a relatively new program, the Department will strive to ensure the measures in place are reliable and valid by utilizing this assessment report to make continuous improvements. The program will create a culture of inclusiveness among faculty, both full time and adjunct, to ensure constant communication and goal driven educational practices. Moving forward, the program will explore and develop additional courses relevant to addiction studies to provide a more robust academic program.

References

American Psychological Association. (2013). APA guidelines for the undergraduate

psychology major: Version 2.0. Retrieved from
http://www.apa.org/ed/precollege/undergrad/index.aspx

International Certification & Reciprocity Consortium (2017),
http://www.internationalcredentialing.org/

National Association of Addiction Professionals (2017), https://www.naadac.org/

South Southwest Addiction Technology Transfer Center (2017),
https://socialwork.utexas.edu/site/ari/attc/

Substance Abuse and Mental Health Services Administration (2017),
https://www.samhsa.gov/

Appendix A

Measure 1.1

<u>Abstinence Project Rubric</u>

Category	3	2	1	0
Goodbye Letter: Quality of Content	Letter thoroughly addressed all five areas	Letter addressed some areas, but gaps were present	Letter minimally addressed the five areas	Letter failed to address the five areas
Organization	Information is very well organized with well-constructed paragraphs	Information is organized with well-constructed paragraphs	Paper is organized but paragraphs are not well constructed	Paper is disorganized
Page Length	Assignment met the required page length			Assignment did not meet the required page length
General Formatting (headings, appropriate font size, margins, spacing, date)	Paper contains no errors	Paper contains one error	Paper contains two errors	Paper contains three or more errors
Submission	Submitted on-time electronically			Submitted late
Name		Name on assignment		Name does not appear on assignment

<u>Journal Entries (8) points</u>

Posted required entries for online support group: _____/8

Total points earned: _____/25

Appendix B

Measure 2.1

AS 4450 – Co-Occurring Disorders

Research Article Rubric

Grade: /25

What is the purpose of the article? /5

Describe the methodological design of the experiment(s): /5

- **The procedure**
- **The independent variable(s)**
- **The dependent variable(s)**

What kinds of statistical analyses did the researchers conduct? /5

What were the results? /5

What did they conclude about the experiment(s)? /5

Appendix C

Measure 3.1

AS 3010 – Addiction Counseling Skills

Reflection Paper Rubric

Total Grade: /50

- Appropriate Length: /15
    - Title page
    - 3 complete pages of body
- APA style: /10
    - Title page
    - Font, margins, spacing
- Content: /25
    - Addresses all questions
    - Reflections are thought-provoking

Appendix D

Measure 3.2

AS / PSYC 4510 Ethics in Psychology

Ethical Dilemma Case Study Rubric

EVALUATION

<u>**Clarity, Structure, & Flow of Information (10 pts):**</u>

2 points possible on each question

	YES (2pts)	PARTIALLY (1pt)	NO (0pts)
1. Does the essay meet the minimum requirements? (500 words)			
2. Are all words spelled correctly?			
3. Are sentences written well? (grammatically correct)			
4. Does the essay communicate information clearly?			
5. Does it appear that editing occurred before submission?			

<u>**Accuracy & Depth of Reflection / Analysis (40 pts):**</u>

10 points possible for each question

	YES (20-11pts)	PARTIALLY (10-01pt)	NO (0pts)
1. Discussed why or why not Dr. Newhart is facing an ethical dilemma regarding Dr. Melfi's new work using the 6 step ethical decision making model? Is each step identified and discussed?			
2. Discussed whether Dr. Melfi is acting unethically or not from information evaluated using the 6 step model. Is this discussion conclusion backed up with facts and not just opinion?			

COMMENTS:

Appendix E

Measure 4.1

PSYC 2430 – Introduction to Experimental Methods

Research Paper Rubric

Title Page   _____ / 10
- ✓ One-inch margin from all sides
- ✓ Half inch margin from the top of the page to running head
- ✓ Correct running head will have:
  - o Page number
  - o Running head title in all upper case and 50 characters
- ✓ Title 10 to 12 words and centered
- ✓ Author first name, middle name initial and last name
- ✓ Center the author name
- ✓ Affiliation
- ✓ Double spaced

Abstract   _____ / 10
- ✓ One inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

Introduction   _____ / 30
- ✓ One inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

Methods   _____ / 25
- ✓ Continue after Introduction if space permitted
- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants
- ✓ Materials or Apparatus: Left-justified – Bold

- ✓ Description of Material
- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under procedure summarize each step in the execution of research
- ✓ Contents in paragraph format

References _____ / 25

- ✓ Correct heading: References – Centered, Not Bold
- ✓ On separate page & correct margin
- ✓ Alphabetically order
- ✓ Hanging intend
- ✓ Author's name in correct format
- ✓ Year in correct format
- ✓ Article name in correct format
- ✓ Journal name in correct format
- ✓ Volume number and page number in correct format
- ✓ Book title in correct format & Publisher name in correct format

Remember that it is now 2 spaces after a period.

TOTAL _____ **/ 100**

Late Paper: Five points deduction for each day

Appendix F

Measure 4.2

PSYC 2430 – Introduction to Experimental Methods

Research Presentation Rubric

Dress/ Posture/ Eye Contact – 5 points _____

Quality of Visual Aids-5 points _____

 Knowledge of Material Presented-15 points ___

 Creativity- 5 points _____

Summary- 15 points _____

      Title and hypothesis _____

      Variables and reason _____

      Participants and material ___

      Procedure_____

 Beginning and Closing of Presentation- 5 points _____

Total _____
50

Appendix G

Measure 4.3

AS 3020 – Group Counseling Skills

Total: / 100

APA STYLE: / 50

- Title Page – 5
  - Running head
  - Title, name, affiliation
  - spacing
- Abstract – 5
  - Word count
  - Summary of paper
- Body – 20
  - Headings
  - Citations
  - Quotations
- References – 10
  - Heading
  - Format
  - Order
  - Scholarly references

CONTENT: / 50

- Topic related to social psychology
- New and interesting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

OVERALL COMMENTS

Appendix H

Measure 5.1

AS 2050 – Family Dynamics

Personal Reflection Essay Rubric

Total Grade: /100

- Addressed all questions

- Reflections are thought-provoking

- Described course content

  - Specified course content and/or guest speakers that influenced goal

- Discussed why action plan was chosen

- Described skills possessed to reach career goal

- Appropriate length

Appendix I

Measure 5.2

Advisory Council Survey

A. There are five broad educational goals identified as primary areas of training for undergraduate psychology programs. Please rate us on each of the following: (1 being lowest and 5 being highest)

1. Knowledge Base in Psychology (student has developed a working knowledge of psychology's content domains)

      Circle one: 1(lowest)   2   3   4   5 (highest)

2. Scientific Inquiry and Critical Thinking

      Circle one: 1(lowest)   2   3   4   5 (highest)

3. Ethical and Social Responsibility in a diverse World

      Circle one: 1(lowest)   2   3   4   5 (highest)

4. Communication skills (both oral and written communication)

      Circle one: 1(lowest)   2   3   4   5 (highest)

5. Professional Development (refers to skills that sharpen student's readiness for employment or graduate school)

      Circle one: 1(lowest)   2   3   4   5 (highest)

B. Could you please identify strengths of skill, knowledge, or behaviors directly related to program training that you have identified in our students?

C. Please identify areas of improvement that you may have identified in skill, knowledge, or behavior directly related to program training that you would like to recommend as possible areas of improvement to curriculum for future students that may be employed by your organization.

D. Any additional feedback you would like to share with us regarding the placement of undergraduate Interns in your organizational. (Optional)